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ABSTRACT

The counseling profession has changed emphasis over the past 20 years reflecting a movement in the field from public school to community service to private business. Consequently there has also been a change in the profile of counselor trainees. Data from students (N=238) having attended the counselor training graduate programs at Indiana University over the past 20 years were organized and entered into a management information system for future reference. The time period was divided into five 4-year eras in which various societal changes occurred. Results from the Fundamental Interpersonal Relations Orientation Scale (FIRO-B), the Rotter Internality-Externality Scale, the Sixteen Personality Factor Questionnaire (16PF), the Rokeach Dogmatism Scale, and the Strong-Campbell Interest Inventory (SCII) were analyzed in order to track any significant variances among the eras. The results showed that males and females differed with respect to dogmatism, locus of control, and some FIRO scales. The SCII theme scores and academic comfort scale responses remained constant across the eras. The results suggest that students who select counseling as a profession possess certain core characteristics. While some data suggests that the profile of counselor characteristics for this student body has changed significantly in the past 20 years, the change in the male/female gender ratio appears to be the single best explanation for adjustments in the psychological profile. (Database software information is appended.) (TW)

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# THE CHANGING PROFILE IN COUNSELOR TRAINEE STUDENT BODIES

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U.S. DEPARTMENT OF EDUCATION
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Abstract

This paper is meant to serve as a progress report on a program of research which hopes to study the changing profile of a counselor trainee student body at a large Midwestern University. Ultimately, that profile will include a careful consideration of educational backgrounds, aptitudes as well as the values, beliefs, interests, theoretical perspectives, attitudes and expectations expressed by counselors in training over the past twenty years.

What is reported here are the partial analyses of that portion of the data bank which has been retrieved and prepared for data analysis. The present analysis looks at variables measured on the FIRO-B, the Rotter Internality-Externality Scale, the Rokeach Dogmatism Scale, the 16 PF and the Strong-Campbell Interest Inventory. It is estimated that the data included in the present analysis represents less than one third of what will be included in the final project.

The analysis up to this point suggests a more stable profile than had been anticipated by the researchers and where profile changes were noted, changes in the male/female gender ratio appears to be the single best explanation for adjustments in the psychological profile.

## Introduction

The characteristics of a counselor have been long held to play an important role in how effective he or she might be in the counseling process (Rowe, Murphy & DeCsipkes, 1975). Of abiding interest, then, is a "psychological profile" of people who decide to enter the counseling profession: their interests, values, cognitive styles. Such dimensions of personality would appear important in determining not only counselor effectiveness, but the preferred theoretical stance of a given counselor within the profession (Carlozzi, Campbell & Ward, 1982; Sampson and Loesch, 1980). Moreover, among students of counseling, it is suggested that personal characteristics influence "goodness of fit" for an individual to the orientation (practice vs. research) of a given training program (Betz and Taylor, 1982). The present study is concerned with changes over time in the psychological profile of counseling students in a large midwestern university.

The complexion of the student bodies of most counselor training programs has changed dramatically since their beginnings in the late 1950's and 1960's. The anticipation of employment in a public school once characterized a decided majority of trainees. During the 1970's, with fading federal support for public schooling, coupled with the emergence of the community mental health movement, more trainees looked to community agencies as their projected professioned work setting. Most recently, with the private sector showing increased interest in the psychological and emotional welfare of the worker, business and industry begins to hold some promise to the counselor education graduate.

And lastly, the change in complexion of the student body is partly due to increasing enrollments of international students whose study is sponsored by their countries with the clear understanding that they will assume positions of leadership in the counseling movements in their homeland.

The question arises -- are these changes reflected in other ways? The program of research described in this paper is designed to study that question. The more specific question addressed here is -- "How has the counselor trainee profile of characteristics changed over the past twenty years?"

Our first task was to determine what data we had to work with and a method for organizing the available data. A preliminary search of the data files uncovered data records dating back to 1965. While the files were by no means complete, there seemed to be enough there to initiate a systematic study over the 1965-1984 twenty year span. The next question was -- "How do we organize the data?" It was obvious that twenty separate analyses by year groups was not a very satisfactory solution. After much deliberation, we decided to divide the twenty year time span into five eras with each era spanning four years. In this way, each era is marked by an election year and all of the available years are accounted for. This procedure yields the following four year time frames: 1965-1968; 1969-1972; 1973-1976; 1977-1980; and 1981-1984. Having made this determination, era descriptions were next developed as a back drop for looking at the data after it was analysed.

Our second task was to describe the context in which the profile

of counselor characteristics evolved. This meant reviewing the twenty year history of the program giving particular attention to contextual modifications which might account for adjustments in the evolving profile. Equally important was the identification of those areas where the context for training had remained stable over the twenty year time span.

Our third task was to develop a plan for continuing this research program into the future. The fact is, those of us working on this project quickly learned that we had seriously underestimated the tedium associated with such a data retrieval task. Thus we jumped upon the opportunity to launch a management information system (MIS) which would permit easy but restricted access to these data and to a host of other bits of information. Using dBase III (Ashton Tate) as a relational data base, we now have in pilot operation an early version of a "state of the art" Information Management System in which separate sub systems are synched and related to each other. The specifics of that system are described in the Appendix.

## RELATED RESEARCH

Values have, perhaps, been the characteristic given the most attention in the past. Katz and Beech (1980) looked at changes in values (using the Rokeach Value Survey) of counseling students between 1968 and 1978. They noticed marked stability in both Terminal and Instrumental values of the two groups, although the 1968 group was relatively more conservative than the status quo of that period and the 1978 group was more liberal than their contemporaries in the general population. Specific

changes in individuals' rankings of Terminal values (an increase in personal over social values) reflected changes in the social consciousness of the times.

Retroflective research, such as the present endeavor, has its own peculiar dependence on time. Over the years varieties of variables have caught the attention of counselor educators. Judging from the attention given to them in the literature, the popularity of the various characteristic measures changes over time. This popularity is also reflected in the content of appraisal courses and the measures students find personally meaningful.

In the late 1960's, for example, open mindedness as measured by the Rokeach Dogmatism Scale enjoyed its greatest popularity (Zagona and Zurcher, 1965, cited in Carlozzi, Campbell & Ward, 1982). Perceived Locus of Control, as measured by the Rotter Internality-Externality Scale, emerged about the same time but enjoyed a popular position for a much longer period of time. Gurin, Gurin and Morrison (1978) have recently found support for Rotter's original conception of internal-external control in a factor analysis of his scale on a national probability sample of 1297 adults. Given the growing interest in perceived control and causal attribution, they suggest that I-E has a more general psychological usefulness than has been previously realized. Carlozzi, Campbell and Ward (1982) measured counselor trainees on a combined measure of the above scales and determined that high dogmatism and externality are inversely related to skill in facilitative responding.

Because of its basis on interpersonal relational behavior, Schutz's

FIRO-B has also experienced periods of popularity for use with graduate students in counseling (Gluck, 1979; Froehle, 1970). The 16 PF was very popular until fairly recently, and was even suggested by Myrick, Kelly and Wittmer as a tool for predicting counseling effectiveness, with the recommendation it be considered for use in selection of counseling students. Using a lenient criterion level, they found eight of the sixteen scales discriminated significantly between effective and ineffective counselors. (High Sociable, Venturesome, Assertive, Tender-minded, Emotionally stable, Happy-go-lucky and low Self-opinionated and Persistent/conscientious scores marked the effective counselors.) Earlier research they cited on the 16 PF produced about half as many significant differences. Male and female counseling students in the Myrick et al study were very similar on all but two factors.

Perhaps the instrument with the greatest research support and continuing popularity since it appeared in the 1970's (replacing the SVIB) is the Strong-Campbell Interest Inventory (Spokane, 1979). Betz and Taylor (1982) gave the SCII to 47 male and 67 female graduate students majoring or minoring in counseling psychology. (Sixty-nine were enrolled in the Department of Psychology, counseling program; 18 were in the Guidance and Counseling program of the College of Education; 27 were in Student Personnel Work.) They found the group resembled psychologists in general in the Holland theme scores (i.e. Investigative, Artistic, Social) although the ordering of the scores varied.

## ERA DESCRIPTIONS

While social and political trends and events are not necessarily reliable predictors of student characteristics - for example, consistency in selection variables may lessen the effect of an otherwise national political trend - they may be reflected in various interactive patterns across time. The following summaries are based chiefly on period news sources and may aid the reader in realizing the Zeitgeist of each particular era. The era boundaries reflect our four-year presidential election cycle and, to some extent, the distribution patterns of the most available data on students in this counseling program.

### 1965-1968

The late sixties are remembered for their turbulance and rapid social and technological change. Congress had passed the Civil Rights Bill in 1964, and, in the same year, the Voting Rights Act of 1962 (outlawing the use of taxes to prevent access to the polls) was ratified. The Watts riot in 1965 triggered inner-city social unrest across the nation while our escalating involvement in Viet Nam provoked student rebellion and, often, wholesale rejection of societal values. While many youth listened to folk/protest music, the Beatles and acid rock, and experimented with new lifestyles and "mind expanding" drugs, some of their elders were exploring space, the depths of the ocean, the use of computers, and the transplanting of human hearts. 1968 saw the message of the youth culture reach broadway in "HAIR". It also saw the murders of Martin Luther King, Jr. and, in the midst of his presidential campaign

bid, Robert Kennedy. Lyndon Johnson had chosen not to seek re-election. That year also violent protests marred the Democratic Convention in Chicago, and Richard Nixon defeated Hubert Humphrey for the presidency.

1969-1972

Hopes ran high as the decade came to a close; the violence had temporarily subsided, and the younger generation's messages concerning community, ecology and anti-materialism seemed to be gaining respectibility. In 1969 America had placed men on the surface of the moon and safely returned them home. However, if Woodstock, in the summer of 1969, epitomized the optimism of the youth, the Altamont festival six months later would signal its downfall. Confrontation again reared its head as student protests continued: One graduate student died in a student-terrorist bombing of the University of Wisconsin and four students were shot dead by National Guardsmen at Kent State. Within two years of each other three young giants of the rock world died from drug overdose: Jimi Hendrix, Janis Joplin and Jim Morrison. As prayer was eliminated from the routine of many public schools some years earlier, bussing became a routine, though controversial, part of school children's days in the aftermath of Supreme Court decisions mandating desegregation. The Women's Movement was gaining serious attention, if not ground over inequality; in 1972 Congress proposed the Equal Rights Amendment. As opposed to the politicism of the 60's, the increasing popularity of drugs, the proliferation of Eastern religions and philosophies, the growth of cults and religious communes, and the Jesus Movement seemed to suggest youth's searching was taking a more inward direction. In the summer of

1972 four men were caught breaking into the Democratic National Committee Headquarters in the Watergate Hotel. President Nixon announced the withdrawal of American troups from South Viet Nam and won a landslide victory over George McGovern, whose strongest support had come from a new group of voters - those 18 to 21 years old.

1973-1976

America watched in disblief as the Watergate conspiracy unfolded before televised Senate hearings and a presidential administration collapsed. At the climax of the drama Nixon became the first U.S. president ever to resign. Gerald Ford became president and pardoned Nixon. A Supreme Court ruling in 1973 made it a woman's constitutional perogative to obtain an abortion. Influenced by the decisions of the OPEC ministers on the other side of the world, we found ourselves driving at a new 55 mph speed limit, lining up for increasingly expensive gas, looking seriously for more domestic sources of petroleum, and retooling our auto industry to compete with foreign competition in fuel economy. Advances in microcircuitry technology produced a boom in the computer, calculator, and telecommunications industries. As they witnessed both a steady growth in enrollment and challenges to the value of the traditional liberal arts education, colleges became more student oriented. M*A*S*H was the number one television program, and a new show called Saturday Night Live was gaining attention. Amidst elaborate celebration of the nation's bicentennial, a little known former governor of Georgia, named Jimmy Carter, won the presidential election over Gerald Ford.

1977-1980

Carter began his presidency with a bold and successful attempt at arbitrating a peace treaty between Egypt and Israel, although he was unable to win support in Congress for his arms control negotiations with the Soviets. Such trends as growth in college student enrollment in schools of business prompted speculation on the emergence of a new materialism and fostered promotion of the label, "the me generation." We were stunned when 900 Americans in Guyana, members of the People's Temple cult, died together at the urging of their leader, Jim Jones. In 1979 Skylab fell from its orbit; it did not hit anybody. The same year a brand new pope visited the U.S. and seemed to catch everyone's attention. Congress voted to support a bail-out plan for the troubled Chrysler Corporation. In Greensboro, N.C., four Communist Workers' Party members were killed in a clash with the Klu Klux Klan which also involved undercover FBI agents. In the aftermath of a fundamentalist Islamic takeover of Iran, fifty-two American embassy employees were taken hostage by "students". Soviet troops moved into Afghanistan "by invitation," which prompted a U.S. boycott of the Summer Olympics in Moscow. Inflation, the hostage crisis, and growing conservatism combined to prevent President Carter's re-election. The day Ronald Reagan took office the hostages were released.

1981-1984

December 1980 former Beatle John Lennon was shot and killed. Months later both President Reagan and Pope John Paul II would be the victims of attempted assasinations. A string of murders of male children in

Atlanta raised people's concerns about personal safety and kept interest focused on that city for months. Nuclear protests and calls for a nuclear arms freeze became prevalent, while strict ideologies on both sides and rapid changes in the elderly Soviet leadership, kept the U.S. and U.S.S.R. from negotiating arms control. In the wake of federal budget cuts, student aid became limited and government supported loans became unavailable for graduate students. The pursuit of health and holistic medicine became national trends, so did video games, cable TV, "Walkman" radios, and herpes. While Congress was attacking the administration's policies in Central America and Lebanon, the Marines invaded the island of Granada (by invitation) and liberated American students there, stirring national pride. In 1982 the Viet Nam Memorial was dedicated in Washington, and the deadline for ratification of the ERA passed. However, the first woman was appointed to the Supreme Court, and, in 1984, the first woman was nominated candidate for vice president from a major political party. But President Reagan won his re-election over Walter Mondale and Geraldine Ferraro. 1984 also witnessed the "voluntary" break-up of AT&T, supervised by a Federal court, and pronounced economic recovery considering that this era had included the highest unemployment and rate of bankruptcy since the 1930's.

## CONTEXT

The context for the data collection reported here was a large Midwestern University long engaged in offering graduate education in counseling and counselor education. This particular graduate program has remained relatively unchanged over the past two decades. In the

late 1960's, its programs were innovative and pace setting. Rather than venture into new specializations during the decade which followed, as was the case with many institutions, this graduate program sought to do better what it had been doing well for some time. The student body that generated the most recent set of data used in this report are the last students of that era.

Similarly, the general admissions practice remained pretty much unchanged over much of the time period under study. Throughout, the principle admissions criteria were directly related to demonstrated and/or estimated academic potential. During the first two eras, some exceptions to this practice were made in the awarding of Federal NDEA and EPDA stipends and fellowship monies when additional criteria were carefully considered. Admissions into these special programs were obviously more selective and this no doubt influenced the complexion of the student body. At all other times, admission was determined almost solely on the basis of academic promise. While letters of reference are included in admissions considerations, their influence is noticeable only with respect to the academically marginal applicants in which case the strength of the recommendations may sway the admissions posture taken.

Like so many graduate programs in the mid to late 1969's, Client Centered philosophy, theory and practice clearly prevailed during the first two eras, i.e., 1965-1968 and 1969-1972. This orientation peaked in the latter era as evidenced in the popularization of Marathon groups. A beginning appreciation for the operant paradigm and for the systems

perspective ushered in with the 1973-1976 era, only to be replaced by a cognitive behavioral perspective during the last and current era (1980-1984).

Another major difference was in the area of student support. During the 1965-1968 and the 1969-1972 eras, close to half of the graduate student body were receiving government support as Institute or Fellowship trainees. While these stipends were competitive, personality and other psychological variables were not included among the criteria for selection and allocation of grant monies.

A second major shift has been in the area of job placement. During the first two eras, school settings clearly offered the terminal masters degree graduate the most desirable job prospects. But this was short lived. By the early 1970's, social agencies became the principle employers of masters degree graduates. An even more likely prospect for graduates of this program was further graduate study at this same university or in a doctoral program elsewhere. With the 1980's new placement opportunities are developing in business and industry, hospitals, and services for senior citizens.

## METHOD

A pilot study was designed to determine the feasibility of persuing the proposed program of research. The variable locus of control, as measured in the Rotter Internality-Externality Scale, was selected for preliminary analysis. The results were encouraging in that the data indicated that counselor trainees had moved gradually toward a mid-point on the IE scale and this contrasts significantly with the late 1960 and

early 1970 student bodies where high internality mean scores were quite commonplace. Encouraged by these pilot findings, the data bank was searched to locate a collection of variables which could be studied and reported in this paper.

The portion of the data bank selected for preliminary consideration in this paper was produced by second semester graduate students majoring in counseling. For nearly all of the cases, the data were generated as part of the process of their developing individual "Professional Self-Portraits". In this assignment the student is required to look carefully into such questions as: "Who am I?"; "What enduring values give direction to my life?"; "How did I come to have these values?"; "What are my beliefs about people and their behavior?"; "How do we help people grow and become their potential?"; "How do I put all this together?"; and, "Where can I do my thing where the 'goodness of fit' presents internal consistency and a minimum of contradiction?" In pursuing this assignment, students are expected to tap a range of data sources, including the testing service where instruments are given to assess the student's belief system, their values, their theoretical perspective on helping, their attributions, their interpersonal relationship preferences, their supervision preferences, and their motivation for seeking entry into the helping profession. To make the task more relevant and personally meaningful, local norms are routinely generated using the data produced by the class. The use of identification numbers permits students to look at the data they produced in relation to the data produced by their peers as a referent group for comparison. It is these data that figure into the preliminary results

which are discussed below. The specific measures involved include the following: FIRO-B, Rotter Internality-Externality Scale, 16 PF, Rokeach Dogmatism Scale, and the Strong-Campbell Interest Inventory.

## PRELIMINARY RESULTS

### FIRO-B

FIRO-B profiles for 238 counselor trainees were included in these analyses -- 101 males and 137 females spread over the 1969-72, 1973-76, 1977-80 time frames. Gender differences were not found on any of the six FIRO-B dimensions. However, differences associated with time frame were found on Expressed Inclusion ($F = 7.13$, $p < .001$), on Expressed Affection ($F = 5.77$, $p < .01$), on Wanted Control ($F = 8.77$, $p < .001$) and on Wanted Affection ($F = 3.26$, $p < .05$). Closer inspection of these data reveals a dramatic drop for both genders between the 1969-72 and 1973-76 time frames followed by an equally dramatic rebound for female counselor trainees during the next time frame. Males, on the other hand, continued to report a lesser preference for expressing inclusion in their interpersonal relationships. With respect to expressed affection, both genders show a preference for more expressed affection during the 1973-76 time frame with a return to 1969-72 levels during the 1977-80 time period with males in particular reporting a lesser preference for expressing high levels of affection in their interpersonal relationships.

On the wanted inclusion variable an "inverted U" is revealed across the three time frames studied with elevated female scores during the 1969-72 time frame contributing most to the shape of the curve. Change in wanted affection contrasts with the above in that time produces a U

shaped curve but with females only returning to the previously high preference for receiving affection during the 1977-80 time frame.

Perceived Locus of Control

The locus of control data shows a trend, albeit a non-significant one, away from an internal locus (m = 8.89 during the 1969-1973 time frame) toward an external perceived locus of control (m = 9.56 during the 1974-1977 time frame). A gender by time frame interaction approaches significance with females showing stronger movement toward externality and males moving more toward an internal position.

16 PF

Only the 1973-76 and the 1977-1980 time frames are spanned in the present analysis with a total of 93 cases. In the analyses of these data, ten of the sixteen factor scores showed remarkable stability over the two time frames. Even more remarkable is the fact that gender differences did not appear on any of the factor scores. Significant change over time was picked up on the impulsivity (F) factor with male counselor trainees moving from a mean factor score of 19.21 to 12.87 over the two time frames ($F = 3.89$, $p < .05$). Movement in the direction of imagination was noted for both genders on the M Factor Score ($F = 4.58$, $p < .05$). On the Shrewdness factor there was a combined move from 11.62 to 7.62 with both genders contributing to the move ($F = 5.31$, $p < .03$). Similarly, the self-sufficiency factor mean score dropped from 12.83 to 9.36 ($F = 9.81$, $p < .01$) but in this case the female counselor trainees' move from 13.79 to 8.68 contributed most to the overall change ($F = 4.95$, $p < .05$). A significant decrease

in tension over time (Factor $Q_4$) was the last change noted of any significance. Here the move from 14.73 to 11.77 factor mean score proved to be significant with both genders contributing to the change ($F = 4.11$, $p < .03$).

Rokeach Dogmatism Scale.

A total of 228 dogmatism scores figured into this analysis with the first four of the five time frames well represented by both genders. While gender differences and time frame differences per se were not significant in counselor dogmatism, an interesting gender by time frame interaction approached significance ($F = 2.20$, $p < .08$). Starting out with dogmatism mean scores of 125 and 121 respectively for males and females, males reached a high of 135 during the 1977-80 time frame while females achieved a low (open-mindedness) mean score of 112. This suggests a trend toward greater openmindedness for female counselor trainees with male trainees moving in the opposite direction.

Strong-Campbell Interest Inventory

There were 210 SCII forms included in these analyses spanning three time frames from 1973-76 through 1981-84. The following SCII indices were included in these analyses: Academic Comfort, Introversion-Extroversion, the six Holland Occupational Theme Scores and the specific occupational groups -- engineer, mathematician, psychologist, lawyer, minister, accountant, social worker, elementary teacher, guidance counselor and, personnel director.

Academic Comfort scores were remarkably stable over the time frame studied. With respect to introversion-extroversion, there was a shift over time in the direction of introversion ($F = 3.00$, $p < .05$) with

males showing a dramatic shift between the 1977-80 and 1981-84 time frames.

Overall, differences between genders on Occupational Theme scores were not noted over the three time frames spanned by the SCII data. The only exception was the Realistic theme score where the overall mean for men ($\bar{x}$ = 49.05) was significantly higher ($F = 14.90$, $p < .05$) than the overall mean for women ($\bar{x}$ = 42.86). There was a tendency, however, for women to show higher artistic theme scores with men surpassing the women in the investigative theme. Although main effects for gender and time frame were not significant, the interaction of the two approached significance ($F = 2.79$, $p < .06$). Inspection of these data show female stability over time frames with males moving from a mean standardized score of 45.8 to 56.4 over the time span studied.

Of the specific occupation groups studied, significant results were obtained on the engineer, mathematician, psychologist, lawyer, social worker, and guidance counselor scales.

When compared to mathematicians, the mean standardized score for counselor trainees was quite low (19.74) with females contributing most to the observed difference. Among counselor trainees, a significant gender difference ($F = 19.92$, $p < .001$) and a significant difference over the three eras was noted ($F = 3.35$, $p < .05$). While both genders parted increasingly from the mathematician norm (from 34.50 to 23.43 for males and from 19.50 to 16.63 for females), the shift was far greater for males than for females. Consistently over the time frame studied, female counselor trainees reported greater differences in interests with their psychologist counterparts than did male counselor trainees

(Female M = 30.75; Male M = 34.05). While significant differences were not observed over the time frame studied, females did show a gradual decline from 31.25 to 27.51 on the psychologist scale. A significant gender difference ($F = 13.97$, $p < .001$) was also picked up on the Lawyer scale with female trainees receiving a mean score of 32.00 and males a mean score of 38.54. A significant gender by era interaction was also uncovered ($F = 3.28$, $p < .05$). Closer inspection of this interaction shows female interests becoming increasingly dissimilar from their lawyer counterparts (from a mean standardized score of 35.80 to 31.02) while the male counselor trainees report interests increasingly similar to male lawyers (from a mean of 32.00 to a mean of 39.89). The analysis of the data on the Social Worker scale produced a significant gender by era interaction ($F=5.51$, $p < .01$) with females changing little over time while males made a strong advance in the direction of the Social Worker mean (from a mean score of 27.83 to a mean score of 45.06). The final difference was noted on the Guidance Counselor scale where a significant gender difference ($F = 13.26$, $p < .001$) was found between the male counselor trainee mean of 36.33 and the female mean of 42.72.

## DISCUSSION

The realities that surround this context for data collection are such that there is absolutely no warrant for generalization outside this program and this institution. Secondly, although we were not able to discern any changes over time with respect to admissions procedures, there remains the possibility that differences across eras are better explained by institutional selection of students than by

student attraction to this institution. We would like to believe that this is not the case but there clearly is no scientific basis for supporting this belief.

In summary, we are able to argue from the data that the profile of counselor characteristics for this student body has changed in significant ways over the past twenty years. As a group, males showed a trend away from then back towards internality in locus of control. On the FIRO-B, both male and female counselor trainees showed a trend away from and then back toward strong preferences for expressing inclusion in their interpersonal relationships. The very opposite trend was observed for both genders with respect to interpersonal expressed affection. A very similar trend was shown for both genders on the wanted affection variable. Females as a group showed movement toward externality. On the 16 PF, males displayed increasing imagination, decreasing impulsivity (i.e. greater reflection), less shrewdness, and less tension. Shrewdness, tension and self-sufficiency have decreased for females on the 16 PF who also show an increasing trend toward imagination. Men and women are moving in opposite directions on the Dogmatism scale, with women becoming more openminded and men becoming less so. Comparisons on the SCII suggest that the male students are more introverted in recent years and show higher investigative theme scores; female students in recent years seem more artistic than their predecessors. The comparison to specific occupational norms on the SCII reveal that over time this group of males is becoming less like mathematicians and more like psychologists, lawyers and social workers.

Females look increasingly like guidance counselors and less like lawyers and psychologists.

Given changes in employment prospects over time, stability in such areas as most of the Occupational Theme Scores of the SCII is also a remarkable "trend". Data such as these perhaps suggest the existence of core characteristics associated with those students who select themselves into our profession. Further exploration within this population, as well as future students in the program, in the areas of values, therapist orientation, and interactive patterns of change among psychometric variables is warranted. It would also be desirable to compare the results of the present study to similar research on the general population of students in counseling.

## FUTURE TRENDS

Up to the point of writing this preliminary report, it is estimated that roughly one third of the available data have been retrieved, coded, and entered into the data bank. The remaining data will be similarily prepared for inclusion in the same data bank. Included with the additional data will be indices of therapeutic orientation as measured on the Porter Test of Counselor Attitudes and the Sundland Barker Therapist Orientation Questionnaire; values as measured on the Alport-Vernon Lindzey Study of Values and the Rokeach Value Survey; personality variables as measured on the MMPI, the Myers Briggs Type Indicator and the Edwards Personal Preference Schedule; academic proficiency as estimated by the GRE and undergraduate GPA; plus nominal level data, such as ethnicity, undergraduate major, and variables of family history. Even

with the inclusion of these data and with the retrieval of more cases with data reported earlier, this finished data bank may wind up being disappointingly irregular and incomplete. We hope not, but even if the data bank "fills out" it will be difficult to establish the population being studied. The fact remains, all we will ever have is data from one graduate education program and the profiles that emerge over time will illustrate change in that specific context only. We would hope, however, that once we get the bugs out of our system, come up with appropriate analysis procedures and can share software which minimizes the labor involved, other programs just might want to venture into some cross validation projects with us.

## APPENDIX

## MANAGEMENT INFORMATION SYSTEM

A computer database which will further the evolving analysis of student trends in counseling is being developed in cooperation between the Counseling and Counselor Education Program of the Department of Counseling and Educational Psychology and a team of computer science students at Indiana University. It is a multi-faceted information storage and processing system for microcomputer use. User-friendly Database III (dB III) is the relational database-management software this system is built upon, and the system, with supporting instructional manuals, is expected to be fully operational by the end of the present term.

As adapted for this program, the system consists of several component processes: demographic (which incorporates background and current information on students and graduates); academic (a record of progress through the program including course completion, committee activity, and various other program checkpoints); experiential (fundamentally for use in practicum and internship placement, includes pre- and post-program job information plus internship assignments and space for brief summary evaluations); and research (which holds chiefly psychometric data generated by students as part of their course completion in the appraisals area). Other features of the system include a special menu to guide the user in entering a student record; controlled access to files via a bi-level individual password function with easy update capability; a built-in process for backing up the entire database onto a

hard disk for protection of records; and a special process for research conducted by graduate students which systematically creates a data file from the component processes onto a floppy disk, automatically assigning a coded identification number to each record.

We are especially pleased with the ease this system will afford to future research endeavors and are eager to share the software with departments at other institutions who have a similar desire to bring order to diverse student records. Interested persons should contact Thomas Froehle at the Department of Counseling and Educational Psychology or Jeffrey Carcillo at Administrative Computing, both at Indiana University.

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